Pergamon

Journal of Mathematical Behaviour
21 (2002) 517–518

Mathematical Behavior

www.elsevier.com/locate/jmathb

THE JOURNAL OF MATHEMATICAL BEHAVIOR

VOLUME 21 **2002**

TITLE INDEX

A

An analysis of students' initial statistical understandings: developing a conjectured learning trajectory. Maggie McGatha, Paul Cobb, and Kay McClain, 3: 339.

Argumentation, instructional design theory and students' mathematical learning: a case for coordinating interpretive lenses. Joy W. Whitenack and Nancy Knipping, 4: 441.

C

Children's representation and structural development of the counting sequence 1–100. Noel D. Thomas, Joanne T. Mulligan, and Gerald A. Goldin, 1: 117.

Children's use of part–part comparisons to estimate probability. Alina Galvão Spinillo, 3: 357.

Classroom mathematical practices in differential equations. Michelle Stephan and Chris Rasmussen, 4: 459.

Collaborative influences on emergent statistical thinking — a case study. Helen L. Chick and Jane M. Watson, 3: 371.

Comparing infinite sets — a process of abstraction. The case of Ben. Pessia Tsamir and Tommy Dreyfus, 1: 1.

Coordinating informal and formal aspects of mathematics: student behavior and textbook messages. Manya Raman, 2: 135.

D

Developing notions of inference using probability simulation tools. Hollylynne Stohl and James E. Tarr, 2: 319.

E

Effects of flawed state assessment preparation materials on students' mathematical reasoning: a study. Cengiz Alacaci and Ana Pasztor, 2: 225.

Exploring test performance in mathematics: the questions children's answers raise. Elham Kazemi, 2: 203.

F

Flexibility and inflexibility in accurate mental addition and subtraction: two case studies. Ann M. Heirdsfield and Tom J. Cooper, 1: 57.

G

Generalized and generative thinking in US and Chinese students' mathematical problem solving and problem posing. Jinfa Cai and Stephen Hwang, 4: 401.

H

High-stakes assessment as a tool for promoting mathematical literacy and the democratization of mathematics education. Miriam Amit and Michael N. Fried, 4: 499.

How does building arguments relate to the development of understanding? A response to the last three papers. Bob Speiser, 4: 491.

N

Numerical knowledge as enabling and constraining fraction knowledge: an example of the reorganization hypothesis. Barry D. Biddlecomb, 2: 167.

O

On the interaction of visualization and analysis: the negotiation of a visual representation in expert problem solving. Despina A. Stylianou, 3: 303.

Q

Quantitative reasoning in a reconceived view of transfer. Joanne Lobato and Daniel Siebert, 1: 87.

S

Simplification and repetition of mathematical tasks: a recipe for success or failure? Jenny Houssart, 2: 191.

Students connecting mathematical ideas: possibilities in a liberal arts mathematics class. Barbara Glass, 1: 75.

PII: S0732-3123(02)00152-9

Students' evaluation of their strategies when they find several solution methods. Junichi Ishida, 1: 49.

T

The lived space of mathematics learning. Ngai-Ying Wong, Ference Marton, Ka-Ming Wong, and Chi-Chung Lam, 1: 25.

U

Understanding metacognitive failure. Merrilyn Goos, 3: 283.

W

What do students really understand? Katharine L. Borgen and Sitaniselao Stan Manu, 2: 151.

What we can learn from analyzing the teacher's role in collective argumentation. Erna Yackel, 4: 423.

Writing in calculus and reflective abstraction. Laurel Cooley, 3: 255.